

FOREIGN

Mark Webster on the slow progress of sex education in France's classrooms.

Unwilling to school

PARIS
When the French government was forced into reforming sex education in schools two years ago, it was hailed as a major victory against ignorance and prejudice. Few schools, however, have been putting the reforms into practice.

It took a public scandal and years of pressure to get the government to take the initiative but the loose framework on which the reforms were based has proved their unwillingness.

The Fontanet law (after the then Minister of Education) made a distinction between sexual information or the facts of life and sexual education covering the social aspects of sex.

Sexual information was made compulsory from July 1974 and since then 60 per cent of secondary schools have included it in their biology curriculum.

Sex education on the other hand, which was made purely voluntary and the responsibility of the head of each school, has only reached about 10 per cent of the school population, according to the latest statistics.

The impact of the reforms is despite the fact that 69 per cent of parents questioned said they were actively in favour of sex education in school and only a small percentage—mainly Catholics—were actively opposed.

The Fontanet reforms were sparked as much as anything by the public furore over a doctor who was suspended from his duties for writing a pamphlet on sex education and a teacher who was arrested for talking about it in class.

Dr Jean Carpentier, a Paris general practitioner, wrote "Learn to make love—it is the road to happiness". In 1971, a year later he was accused of "outraging public decency" and suspended. The pamphlet (later printed in full in *Le Monde*) had some practical biological information in it but was mostly about the pleasure of sex.

The affair might have died down had it not been for the arrest of Mme Nicole Monod, a 21-year-old teacher of philosophy at a Paris school. She was arrested after discussing the pamphlet with a class of 18 and 19-year-olds.

It was found that she had no case to answer but this time the reform lobby could not be silenced and within months the Fontanet law was passed.

The law covered sex information and education from primary school to the second cycle of secondary school. The regulations governing instruction for 15-year-olds were published in January but younger children have been following the programme since 1974.

Although no proper inquiry has been carried out in primary schools, it seems that most teachers either dare not or cannot answer the questions if the children do ask them.

Legislation is a lot clearer when it comes to secondary schools. Sexual information is included in the teaching of biology in *lycées* and in a course for the preparation of family and social life in the technical colleges.

The law advises: "At the end of the second year pupils will complete a synthesis on the problems of procreation and the transmission of life, not neglecting human kind."



Nicole Mercier: her case has shaken the reforms.

The difficulty comes not from the rigidly defined sexual information programme but from the voluntary proposals for sex education. The reforms proposed discussions out of school hours, led by an expert and arranged by the school itself.

Parents were encouraged to attend the classes with their children and a parent could stop a child going by sending a written note.

The response was best in the first cycle of secondary schools with children between 11 and 15. Nine out of 100 schools organised such discussions compared with an average for the second cycle (15 to 19) of only seven in 100.

In the *lycées* the response was better (10 per cent) than in the technical colleges (3.7 per cent) but both have now found attendance dropping.

Two independent bodies also organise sex education classes—the Family Planning Association and the Council for Sexual Information. The 45-member council, most of them women, estimate that about 10 per cent of pupils have had some sort of sex education. This point of view is shared by the Family Planning Association.

Children who start their sex life at school do so without using contraceptives and that one in four of the girls will end up pregnant.

If there is need for further proof of a basic lack of knowledge, the association point to the telephone counselling system offered by the Centre d'Information de la Vie Sexuelle. During its first five months there were 8,000 calls, of which 1,000 came from people under 20.

France is seriously lacking in trained sex educators. Until recently there was no formal course for training teachers. Now there is a two-year option offered by the University of Toulouse, which is also trying to promote the first inter-university sexuality institute.

Opinions change slowly, however. Recently, a 19-year-old supply teacher was thrown out of teachers' training college after a school cleaner heard him discussing sex with his class. And although 93 per cent of biology masters said they were in favour of children receiving sex education, 30 per cent of them felt insufficiently qualified to offer it. As one Family Planning Association member said: "Will it take another public scandal to start things moving again?"

Italy's parents appear to be losing interest in the school councils set up in 1974. At the recent school council elections a significant drop in the number of parents who registered. Pupils' participation, however, increased by 10 per cent.

In the elementary schools 81 per cent voted. This time the figure was down to 49 per cent. In the middle schools the parent vote was 50 per cent compared to 73 per cent in 1974. In the secondary schools the parent vote was only 32 per cent against 58 per cent in 1974.

Among the possible reasons for the fall in parent interest are:

The refusal of the Education Ministry to allow school council meetings to be held in public. This appears to have alienated many parents, who feel excluded from the day-to-day running of the schools.

The excessive power of the school committees of the school councils. These committees are dominated by the headmaster and school secretary.

The three-year delay in the setting-up of the proposed school district councils. When the school district organisations, finally begun to operate (the elections are set for March), communities will be asked to participate much more in the running of their schools and play a real part in local educational planning.

The district councils will consist of elected representatives from all sections of the community, including the industrial unions, the professional, agricultural and the business world. Once they are active it is hoped to integrate Italy's schools into the life of individual communities.

The increase in the pupil vote in the industrial unions is due to the direct, daily contact which pupils have with their schools. But the influence of Italy's major political parties has also played an important role. All groups have encouraged their younger members to take an active interest in the councils.

Alarms, excursions and rising public fears over standards

Michael Binyon, North American correspondent, looks back on a troubled 1976 in America

On the face of it, 1976 looked dismal for American schools: the scores of school leavers on the Scholastic Aptitude Test fell for the thirteenth consecutive year, public confidence in education fell to an all-time low, schools in several states were forced to close because they ran out of money, the level of violence continued to be disturbingly high, there was a rash of teachers' strikes and throughout the country the major concern of officials was how to cut budgets.

But in some ways the year could be seen as a turning point. Public concern over standards and the concern of school leavers unable to write correct English was translated into action: all over America curricula were tightened up, the inflation of more and more grades was whittled down, more emphasis was placed on English, mathematics and basic subjects, and states introduced tests in high schools to check that pupils had learnt what they were supposed to.

The shortage of money did spur efforts to reform the inequitable system of financing schools from local property taxation. In the summer New Jersey set an important precedent when the State Supreme Court ruled that unless the state introduced a centrally collected tax to equalise school funding, no more money could be spent on any schools.

In Ohio and Oregon voters turned down special levies needed to finance schools, thus shutting down and sending thousands of children home. The effect, however, may well be to speed up stalled efforts at changing the whole system.

Violence was a major social problem, and several government conferences and reports suggested practical steps to combat it. One school system was to include persistent offenders themselves in special anti-vandalism action squads.

Bussing, for years the major source of racial and social tensions in America, at last appeared to be working more smoothly. In Boston, after years of riots, the autumn term got off to a comparatively quiet start. Sociologists and government researchers pointed to the overwhelming success of integration schemes in the South, where it all began so violently a decade ago.

But President Ford's clumsy attempt to turn bussing into

an election issue, which never caught on, showed that there is no longer political capital to be made out of "forced bussing" as opponents call it.

The teachers' strikes, too, have led to a new realism. Several large cities, threatened by bankruptcy, have agreed not to sack teachers in exchange for a standstill in wages. In New York, where the school system has been devastated by an unprecedented series of cuts, the local teachers' union decided to fight from within the system, instead of going on strike.

Money was also one of the most pressing problems in higher education. State appropriations to universities have fallen in line with inflation and higher enrolments last year, and as the effects of the economic recession made themselves felt, universities had to take some harsh steps to hold down their spending.

On the whole they managed better than expected. Most colleges shed some of their woollier options but managed to keep their main courses intact, with money still available for some innovation. Universities which had run up large deficits in the black, smaller liberal arts colleges that were in danger of closing managed, by good management, to survive, though some showed their long-term prospects as increasingly bleak.

There were some major crises, too. The University of New York had the most celebrated victim. CUNY had its budget cut back sharply and in the process was forced to end two of its most cherished policies—open admissions and free tuition. The vast university was forced to close for a fortnight in the spring as it ran out of money. Large numbers of teachers were dismissed.

In general, education welcomed the election of Mr Carter. He was the first candidate to be specifically endorsed by the two largest teaching unions, his Vice-President, Walter Mondale, has a good record in the Senate and the Democrats have traditionally spent more on and given more importance to education.

There was a back-to-basics move in universities as well—especially in the first two years of general education. Many teachers were appalled by the poor standard of English of new students, and colleges took a tough line, introducing remedial composition classes to which thousands were sent.

The student mood was far from that of the 1960s: the overriding concern was to get a marketable skill, and this led to a rush into vocational education and professional schools. The generally conservative mood reflected the revival of student fraternities, the almost total lack of student interest in politics and the election, and a surprisingly quiet student voice on such matters as race and "affirmative action".

Two particular issues in higher education caught public attention: the scandal at the West Point military academy, where large numbers of cadets were accused of cheating during an out-of-class examination, and lengthy hearings were held which questioned the strict "honor code", and the action of the House of Commons in forbidding Harvard to build a laboratory for genetic research. This raised the issues of whether recombinant DNA research was a public safety hazard, and what local communities should do in the scientific research policy of universities.

In general, education welcomed the election of Mr Carter. He was the first candidate to be specifically endorsed by the two largest teaching unions, his Vice-President, Walter Mondale, has a good record in the Senate and the Democrats have traditionally spent more on and given more importance to education.

Whatever the shortcomings of the party, whether of the particular variety of the Westminster variety, it is clear that the year 1976 was a year in which the propaganda of the Writers Action Group should not go unchallenged.

Authors are financially compensated for the use of the public means of their books by public libraries. Public libraries buy their books from publishers with public money, and that money the authors get. If they share it they cannot make a living on what they get, there are several possible remedies of which Public Lending Right seems to me the clumsiest and most ineffective, but both political parties, looking for the same conclusion, have come to the same conclusion—better not to say so publicly.

JOHN PARFITT, Lecturer in English, Hants College, Hants.

In previous years teachers have regularly struck for higher pay. This time the mood is different.

India

Delhi to take central control

from A. S. Abraham

Education is to be transferred from the State to the Union Government over which the provinces have sole legislative jurisdiction. Concurrent List (which includes areas over which the federal and state governments share power) is shared by the Union Government and the provinces. The Union Government has the power to legislate on the Concurrent List. Both Houses of Parliament have approved the transfer.

It is felt that the move will build a uniform structure across the country. It will be easier to raise standards, and states from behaving eccentrically. The transfer will be a step towards a more unified educational system.

The increase in the pupil vote in the industrial unions is due to the direct, daily contact which pupils have with their schools. But the influence of Italy's major political parties has also played an important role. All groups have encouraged their younger members to take an active interest in the councils.

VERONA
Italy's parents appear to be losing interest in the school councils set up in 1974. At the recent school council elections a significant drop in the number of parents who registered. Pupils' participation, however, increased by 10 per cent.

In the elementary schools 81 per cent voted. This time the figure was down to 49 per cent. In the middle schools the parent vote was 50 per cent compared to 73 per cent in 1974. In the secondary schools the parent vote was only 32 per cent against 58 per cent in 1974.

Among the possible reasons for the fall in parent interest are:

The refusal of the Education Ministry to allow school council meetings to be held in public. This appears to have alienated many parents, who feel excluded from the day-to-day running of the schools.

The excessive power of the school committees of the school councils. These committees are dominated by the headmaster and school secretary.

The three-year delay in the setting-up of the proposed school district councils. When the school district organisations, finally begun to operate (the elections are set for March), communities will be asked to participate much more in the running of their schools and play a real part in local educational planning.

There was a back-to-basics move in universities as well—especially in the first two years of general education. Many teachers were appalled by the poor standard of English of new students, and colleges took a tough line, introducing remedial composition classes to which thousands were sent.

The student mood was far from that of the 1960s: the overriding concern was to get a marketable skill, and this led to a rush into vocational education and professional schools. The generally conservative mood reflected the revival of student fraternities, the almost total lack of student interest in politics and the election, and a surprisingly quiet student voice on such matters as race and "affirmative action".

Two particular issues in higher education caught public attention: the scandal at the West Point military academy, where large numbers of cadets were accused of cheating during an out-of-class examination, and lengthy hearings were held which questioned the strict "honor code", and the action of the House of Commons in forbidding Harvard to build a laboratory for genetic research. This raised the issues of whether recombinant DNA research was a public safety hazard, and what local communities should do in the scientific research policy of universities.

In general, education welcomed the election of Mr Carter. He was the first candidate to be specifically endorsed by the two largest teaching unions, his Vice-President, Walter Mondale, has a good record in the Senate and the Democrats have traditionally spent more on and given more importance to education.

Whatever the shortcomings of the party, whether of the particular variety of the Westminster variety, it is clear that the year 1976 was a year in which the propaganda of the Writers Action Group should not go unchallenged.

Authors are financially compensated for the use of the public means of their books by public libraries. Public libraries buy their books from publishers with public money, and that money the authors get. If they share it they cannot make a living on what they get, there are several possible remedies of which Public Lending Right seems to me the clumsiest and most ineffective, but both political parties, looking for the same conclusion, have come to the same conclusion—better not to say so publicly.

JOHN PARFITT, Lecturer in English, Hants College, Hants.

In previous years teachers have regularly struck for higher pay. This time the mood is different.

India

Delhi to take central control

from A. S. Abraham

Education is to be transferred from the State to the Union Government over which the provinces have sole legislative jurisdiction. Concurrent List (which includes areas over which the federal and state governments share power) is shared by the Union Government and the provinces. The Union Government has the power to legislate on the Concurrent List. Both Houses of Parliament have approved the transfer.

It is felt that the move will build a uniform structure across the country. It will be easier to raise standards, and states from behaving eccentrically. The transfer will be a step towards a more unified educational system.

The increase in the pupil vote in the industrial unions is due to the direct, daily contact which pupils have with their schools. But the influence of Italy's major political parties has also played an important role. All groups have encouraged their younger members to take an active interest in the councils.

VERONA
Italy's parents appear to be losing interest in the school councils set up in 1974. At the recent school council elections a significant drop in the number of parents who registered. Pupils' participation, however, increased by 10 per cent.

In the elementary schools 81 per cent voted. This time the figure was down to 49 per cent. In the middle schools the parent vote was 50 per cent compared to 73 per cent in 1974. In the secondary schools the parent vote was only 32 per cent against 58 per cent in 1974.

Among the possible reasons for the fall in parent interest are:

The refusal of the Education Ministry to allow school council meetings to be held in public. This appears to have alienated many parents, who feel excluded from the day-to-day running of the schools.

The excessive power of the school committees of the school councils. These committees are dominated by the headmaster and school secretary.

The three-year delay in the setting-up of the proposed school district councils. When the school district organisations, finally begun to operate (the elections are set for March), communities will be asked to participate much more in the running of their schools and play a real part in local educational planning.

VERONA
Italy's parents appear to be losing interest in the school councils set up in 1974. At the recent school council elections a significant drop in the number of parents who registered. Pupils' participation, however, increased by 10 per cent.

In the elementary schools 81 per cent voted. This time the figure was down to 49 per cent. In the middle schools the parent vote was 50 per cent compared to 73 per cent in 1974. In the secondary schools the parent vote was only 32 per cent against 58 per cent in 1974.

Among the possible reasons for the fall in parent interest are:

The refusal of the Education Ministry to allow school council meetings to be held in public. This appears to have alienated many parents, who feel excluded from the day-to-day running of the schools.

The excessive power of the school committees of the school councils. These committees are dominated by the headmaster and school secretary.

The three-year delay in the setting-up of the proposed school district councils. When the school district organisations, finally begun to operate (the elections are set for March), communities will be asked to participate much more in the running of their schools and play a real part in local educational planning.

When too much power goes to the head

Sir—There has always been criticism of the concentration of power in the hands of a few individuals, and their staffs. Authorities, advisers, governors and managers are relatively powerless even in the face of gross incompetence and of grossly irrational behaviour.

Teachers' unions, in any particular school, are many and far from united, and their numbers as individuals are diplomatically muted by the need of a future reference, and the knowledge of a confidential interchange between heads.

The stringencies of the current situation have virtually silenced criticism. When a teacher cannot afford to move, even where a vacancy exists, the power of the head is almost absolute.

Generally speaking staff-relationships with heads are better in the smaller primary and middle schools. It is not, however, just a question of size. The fact that such heads are more in-service training courses, and are more aware of curriculum change, is a marked factor in good professional relationships.

The dramatic increase in the size of secondary schools, in some cases almost overnight, has accentuated difficulties of relationships at all levels. No secondary head could be expected to keep abreast of curriculum change, which is already difficult enough at lower levels.

Good heads who can delegate real responsibility, and who are secure enough not to feel threatened by a lack of expertise vis à vis their

specialist teachers, have risen to the new situation in a remarkable fashion. Changes in structure and the method and content of teaching have, however, exposed the insecurity and weakness of some heads, making the concentration of power in their hands dangerous for teachers and pupils alike. A common play of defence by such heads is an "honest" acknowledgement of their lack of a particular expertise (which cannot be concealed anyway), coupled with a claim to be an expert in human relationships. Where this bluff is called weak teachers are bullied, aggressive teachers are appeased at any cost, whatever the merits of a particular situation may be.

The same pattern of "relationship-expertise" is also practised with parents and pupils. In what becomes a naked power struggle the pacydermatous head almost invariably wins, to the detriment of all concerned but himself (or herself).

I am seeking the widest possible basis on which a question to the Minister on the subject of "Head-teacher-power" can be raised shortly in the House of Commons. Greater accountability is urgently demanded by the present situation.

KENNETH C. HENSON, (Retired teacher), 51 The Parade, Blacon, Chester.

Sir—In the present economic climate there is a great need for schools to teach two things. One, the importance of choosing careers in industry, is being fully discussed. The other, the need to do a fair day's work whatever your employment, is never mentioned.

Schools seem to be moving away from giving children the idea that they are the only work force interested, but the whole atmosphere of society, led by the Government, teaches them that it is clever to shirk. There is little incentive to get a job, to work hard at one if you go to your own house, or even stay out of debt; in fact, the worst managers get the biggest handouts.

How can schools aim at an industrious, thrifty and honest as well as caring society in the face of such a pervasive hidden curriculum? Caring is an important aspect of life and of education, but overproduction is totally destructive.

TESSA BLOODWORTH, Gosport and Fareham Teachers' Centre, Hampshire.

According to their needs

Sir—Your article "Who are the needs?" on schools (December 3) reports a new method of measuring whether local authorities meet according to their needs.

A major point emerges from this. There is a gap between the ranks of local authorities' needs as measured by rate support grant, and the ranks of local authorities' expenditures, we must assume that rate support grant, education units actually need.

In fact, the method of calculating education units depends on previous average expenditure on children of various ages, and thus uses a previous expenditure weighting the past. There is no reason to assume that education units increase more rapidly than authorities' actual

expenditures, or the total number of children in a local authority or whatever.

The major criticism of this method of calculation, which I made in more detail in Education on September 3, is that we have little reason to suppose that any of the rate support grant needs element factors—especially those to do with education—measure need, apart from the say-so of politicians and the operation of a computer in the Department of the Environment. Nevertheless, the Layfield Committee proposed (tentatively) to extend this method to a new unitary grant to replace existing needs and resources elements.

TONY TRAVERS, Centre for Institutional Studies, North East London Polytechnic.

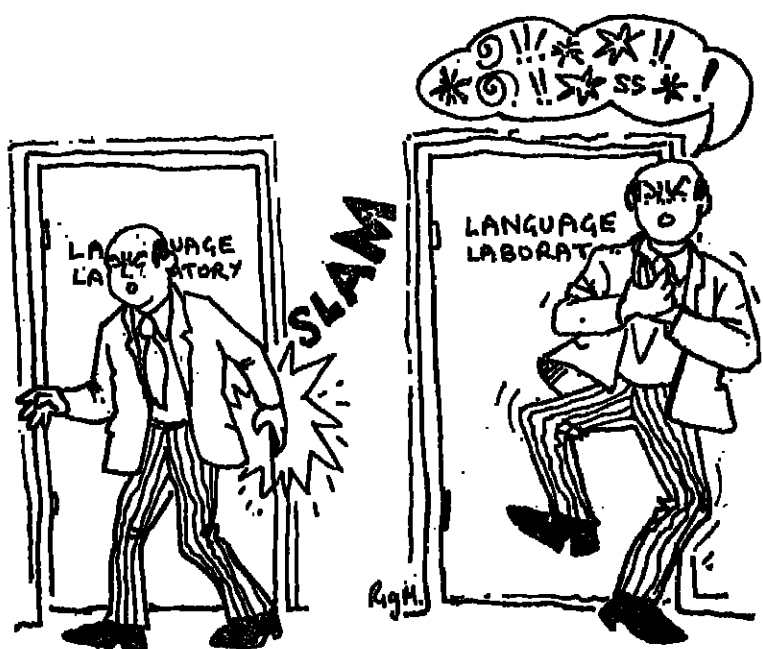
Sir—The article on Lord Williams' School, Thames (December 10) prompts the question: May there be a correlation between the number of periods taught a week by a head and his immediate deputy? If so, do her employers (the School of Education, Leeds) know this, or is it their policy also?

R. COURT, 6 Bedford Road, London N8.

Sir—I see that in a surprise visit to a Chinese classroom—Kong the flag flying (December 17)—Mary Neville was relieved to find a state of general chaos. Is she also relieved to find teachers in general chaos? If so, do her employers (the School of Education, Leeds) know this, or is it their policy also?

R. COURT, 6 Bedford Road, London N8.

LETTERS



Grammar for the masses

Sir—Tom Hastie (December 3) shared the same credentials (northern industrial working class) as Pat D'Arcy, though I do not see any point in playing a game of "more plebeian than you, Anon".

First, he is ignorant. Nobody is taught his mother tongue directly; an infant says "He comed"—something he has probably never heard, so could not imitate—because he has heard people talking, deduced a tense forming rule and applied it.

Second, he is illogical. If our use of speech depends on having parents who had done a course in grammatical analysis, how does he think most of the world's population learned to speak?

Third, he is unhelpful. He tells us he used colour-coding for underlining but not what he underlined, why or with what results. If it worked, I would like to know which particular grammar did the trick.

His thoughts about teaching grammar are still worth looking at. I

share the same credentials (northern industrial working class) as Pat D'Arcy, though I do not see any point in playing a game of "more plebeian than you, Anon".

First, he is ignorant. Nobody is taught his mother tongue directly; an infant says "He comed"—something he has probably never heard, so could not imitate—because he has heard people talking, deduced a tense forming rule and applied it.

Second, he is illogical. If our use of speech depends on having parents who had done a course in grammatical analysis, how does he think most of the world's population learned to speak?

Third, he is unhelpful. He tells us he used colour-coding for underlining but not what he underlined, why or with what results. If it worked, I would like to know which particular grammar did the trick.

His thoughts about teaching grammar are still worth looking at. I

... and numeracy for top people

Sir—We have heard a lot recently about the necessity to improve the nation's standard of numeracy. An example from the "mini-budget" indicates that the best place to start may be at the top!

One of the ways in which education expenditure is to be cut is by tightening up on the number of pupils receiving free school meals. The explanation given was:

"Mrs Williams, Secretary of State for Education and Science, said the number of pupils in England and Wales eating school meals had risen from 4,300,000 to 5,800,000 during the past five years. But there had been a disproportionate rise in the number of teachers receiving their meals free of charge from 168,000 to 207,000. Teachers are entitled to eat free only if they have supervised school meals." (The Times, December 16).

While it is true that, literally, the rise is "disproportionate", the discrepancy is the opposite of that implied in the statement. The number of pupils has increased by a factor of 1.35 (i.e. has increased by 35 per cent) but the number of supervising teachers has gone up by a factor of about 1.23 (an increase of 23 per cent). This is the basis for saying that too many teachers are eating free meals.

Two explanations are possible. Either Mrs Williams and her advisers lack the simplest form of numeracy necessary for their task, or else they are hoping cynically to capitalise on the innumeracy of the public (which they should be helping to rectify) in order to mislead. I am not sure which explanation is worse.

L. BAUSOR, 5 Longcroft Road, Edgware, Middlesex.

Sir—Recently I have received a number of applications for a variety of posts. All the applications were in correct English and there were no spelling mistakes.

D. H. HART, The School, Lyndhurst.

Sir—Recently I have received a number of applications for a variety of posts. All the applications were in correct English and there were no spelling mistakes.

D. H. HART, The School, Lyndhurst.

Sir—Recently I have received a number of applications for a variety of posts. All the applications were in correct English and there were no spelling mistakes.

D. H. HART, The School, Lyndhurst.

'Repressive and repressed'

Sir—I would like to thank the editor for his comments (December 17) on certain remarks in my article on the London Film Festival, and for printing those remarks in spite of his evidently strong disagreement with them. May I briefly clarify my position?

I agree with the editor that "conventions are culturally determined". I am less confident that "we have some choice about the kind of cultural environment we create". What people generally mean by "choice" is itself "culturally determined" by the ideological assumptions dominant at the time. Genuine choice only becomes possible with total ideological awareness.

When I remarked that our society is "thoroughly sick", I had in mind the dominant ideology of love and sexuality which is centred on heterosexual monogamy and the family and on concepts of absoluteness and exclusivity; which either represses our ability to imagine alternatives (always one of ideology's main functions) or makes alternatives appear contemptible; and which depends for its strength on the mystification of sexuality.

We are, in our present cultural situation, surrounded on all sides by a cheap

TALKBACK

Do-it-yourself centre

Ralf Markarian

In early 1972 the idea of a school vehicle workshop and do-it-yourself centre was just a dream in the mind of Doug Sutton, projects coordinator and head of technical studies at Loxford High School, Bedfordshire.

Head, governors, adviser and Redbridge Education Committee backed the idea; the ratepayers saved about £20,000 and now, four years later, Loxford has one of the best-equipped vehicle repair and home maintenance centres of any school in the country.

Teachers in the creative studies department designed the centre and did all the necessary drawings. They supervised building with the guidance and help of the borough engineer. Borough staff did the heavy electrical work, but the boys and girls of the middle and upper school did as much of the building and fitting work as possible, and most of the decorating.

They did a sustained period of bricklaying for instructional purposes and practice; a contractor was hired to finish the walls. This meant the roof could go on at an early stage and students could then proceed with jobs down below, even in bad weather.

About half the area of the centre is given over to vehicle engineering work where classes can handle, at the same time, three cars, including one on the hydraulic hoist, and a number of motor-cycles.

The hoist is part of the wide variety of modern equipment in use, including, *inter alia*, a compressor, an exhaust fumes extractor, power tools and lathes. Two cars, car and motor cycle engines and many other components have been donated by friends of the school.

The other half of the area is divided. In one part is a garage (12ft by 30ft) for the school minibus, a store for P.T.A. equipment (12ft by 14ft), and a room (12ft by 14ft) for use by the caretaking staff. In the other part is a battery of eight work bays—with sample walls and windows—for practice in all branches of painting and decorating.

Beyond the work areas are washrooms and lavatories, offices, and two storerooms, for engineering and decorating tools and materials. The materials were obtained in bulk at advantageous prices from local suppliers sympathetic to the project.

Work in the centre includes painting, concrete work, carpentry and drain-laying as well as engineering and decorating. Boys or girls

may take part, and competition for places is keen. Although the work of the centre is principally educational, quite a few of the students claim they would like to make careers in work to which it introduced them.

The local community also benefits from the centre. Evening classes twice a week are well supported. The school and the evening institute contribute money for materials and equipment for the centre and the students of both benefit accordingly.

But even do-it-yourself classes have to find something to do them-

selves. In practice, some of the bricklaying and all the engineering work have been "for real". To start with, teachers joked about those who would be the first on the ramp, but fears were quickly dispelled when it was seen that technical studies teachers were happy for their cars to be used for practice. Now, teachers willingly pay for parts, and permit classes to work on their vehicles.

Some students do maintenance on their own motorcycles, under supervision, while others work on projects like the go-kart built round an old Garelli 50cc moped

engine. Crash-helmeted modern drive it round the playground after school under the eye of teacher Peter Reay, who, having built his own car, has little difficulty in ing the imagination of his class for projects like the go-kart.

School governors visiting recently saw a cine film in colour showing in stages the growth of the centre. They were impressed by what had been done at relatively low cost, and with such obvious advantage to students and school.

Ralf Markarian is head of Loxford High School, Essex.

If we put on in school a production of *The Stoops to Conquer* or any other classical play, far more children will watch it than would do so if it were on television or at the local theatre. But listen to the conversations afterwards: "Wasn't Fred good?" "I like that dress Susan was wearing." "That bit when David was drunk was really funny." And so on. Perhaps the mayor or the chairman of the governors might have something to say: "A lovely production. They've all worked very hard and are to be congratulated."

But what happened to the play? It wasn't really a "live" production at all; only a showcase for the talents of the school. And "live theatre" is not just a showcase.

After the first performance of *Close the Conscience Door*, Alan Plater asked an old miner: "Did we get it right?" He was told they had, but even if they had not, they had got the theatre right, because that miner was reacting to the play. Look at the reaction of Scot-

tish audiences to *The Chieftain*, the *Stag and the Black*, *Black Oil*. It was not "live" John McGrath a good writer/director? But something much more personal, a reaction to this play about them, their history and their lives.

Let us put this life into school theatre, make our audiences react to the play instead of to the performances. What I want is a play which will make the audience react to it about them. Of course Ziegler Ziegler will do this, as will many of Terson's plays, but I want something more immediate still, something local. Let us take some local issue, that arouses passion, and make a play firmly rooted in the community which produces it.

This is not a plea to give the kids a theme, and tell them to write a play about it. Unless you have exceptional pupils, that way lies incoherence and mediocrity. But in any area, among staff, or friends, or parents, there is someone capable of writing a play-

powerful enough to make the audience react in a "live" manner.

Of course the children will have their part to play. What the writer delivers will be a basic script, a director and actors will have to work on it to make it work for them. It will not be Shakespeare, or even Goldsmith—but it will be something directly to your audience, and to your school, and you will have brought life into your theatre. And you will tell the other aims of school theatre into the bargain.

In this community-based theatre I believe I have found the answer to my dissatisfaction with school plays. I work in Jarrold, and there is no more touchy subject than the Jarrold Merch, so that's what to be the basis of our show, March.

Peter Lathan is in charge of drama at Springfield Comprehensive School, and director of the Tyneside Youth Theatre.

If neither the staff nor the council itself knows the reason for its existence, it is bound to be a dead weight in a community.

Yet schools are not and should not be democratic institutions. They are neither responsible nor knowledgeable enough to make certain educational decisions. The democratic procedure outside school has forbidden total democracy within school. Any pupil power will therefore be a privilege, not a right.

Democracy in school must be a controlled type, within certain boundaries. Democratic decisions are not appropriate in the appointment of staff, curriculum planning, matters involving individual members of staff, subject discipline, and parents outside the school (parents, head teachers, the police, rate-

They are appropriate, however, in extracurricular activities—what play shall be put on, where the school trip shall go to, what charity might be supported, and how; and in matters of the school—what uniform, if any, is appropriate, how dinner queues should be organized, how long hair should be, what might be done to combat vandalism, whether there might be a room set aside for homework, the furniture, the what areas of the school should be prohibited to certain pupils.

I also believe there are good reasons for allowing a council to deal with offences against its own regulations. The council would act as a jury for cases of vandalism, for cases where pupils' rights had been infringed by others, and so on. Pupils should decide whether the offender is guilty, and recommend punishment. The execution of that

punishment should remain in the hands of the staff. Democratic decisions are not appropriate in the hands of the staff.

Democracy means that one person has one vote. An individual within one year group should not be endowed with privileges or responsibilities that are not available to all within that year group. It does not preclude the election of representatives; but it does preclude the appointment of pupils within any year group by the staff. If there are to be prefects in the sixth form, or perhaps in the fifth form, then all the pupils in the year group should be prefects—their privileges and responsibilities should be enjoyed by a favoured few.

David G. Kibbie teaches Latin at Loxford High School, Essex.

Live theatre

Peter Lathan

Several months ago two schools in my authority chose as their play *The Stoops to Conquer*. For goodness' sake, why? I cannot conceive why a school should choose this, except that it is "good literature".

A month later I produced *Sweeney Todd* at my own school. The reason? Because it is a good romp, which entertains the audience immensely. Last year I produced *Stardust*, having done Tommy the previous year, because it is the sort of show that kids enjoy as it is in their own idiom.

And we were all wrong. As teachers it is our duty to introduce pupils to the great (or the not so great) literature of the past; we should work through the children's own experience; we

must make our teaching enjoyable and interesting. Through the school play the children should learn about the theatre, about self-confidence, about understanding, both text and character, and projecting them. I know all this, and yet I still think we were wrong, because we had forgotten what theatre is all about.

The average theatre is nothing more than a museum of culture which the sensibilities of a small minority of the middle class. Recently I saw and enjoyed a production of *The Three Sisters*. Some people can make the imaginative leap from the simple story to the underlying study of humanity which is part of what Chekhov deals with, but it does require a trained sensibility. How many people possess this? To judge by the emptiness of our theatres, not many; so a play which had a terrific relevance to a contemporary audience has become an aesthetic experience for a few. Our "live theatre" is actually dead, except to this small minority.

School councils

David G. Kibbie

Schools have been devising ways in which to include their pupils in the making of decisions. This usually takes the form of school councils, made up of representatives elected from forms, houses, year groups, tutor groups, or whatever.

Such innovations are to be welcomed yet they can produce severe problems, because the elected council has often not been given any theoretical basis from which to work. This may lead to misunderstanding, and perhaps to the frustration of the council soon after it has been set up.

If neither the staff nor the council itself knows the reason for its existence, it is bound to be a dead weight in a community.

On leaving school our pupils will become part of a democracy, and they can begin to learn such democracy in schools. Yet our present aim should be to give them a demo-

cratic procedure not just in order to prepare them for the world outside, but to give them a living experience in a community.

Yet schools are not and should not be democratic institutions. They are neither responsible nor knowledgeable enough to make certain educational decisions. The democratic procedure outside school has forbidden total democracy within school. Any pupil power will therefore be a privilege, not a right.

Democracy in school must be a controlled type, within certain boundaries. Democratic decisions are not appropriate in the appointment of staff, curriculum planning, matters involving individual members of staff, subject discipline, and parents outside the school (parents, head teachers, the police, rate-

They are appropriate, however, in extracurricular activities—what play shall be put on, where the school trip shall go to, what charity might be supported, and how; and in matters of the school—what uniform, if any, is appropriate, how dinner queues should be organized, how long hair should be, what might be done to combat vandalism, whether there might be a room set aside for homework, the furniture, the what areas of the school should be prohibited to certain pupils.

I also believe there are good reasons for allowing a council to deal with offences against its own regulations. The council would act as a jury for cases of vandalism, for cases where pupils' rights had been infringed by others, and so on. Pupils should decide whether the offender is guilty, and recommend punishment. The execution of that

punishment should remain in the hands of the staff. Democratic decisions are not appropriate in the hands of the staff.

Democracy means that one person has one vote. An individual within one year group should not be endowed with privileges or responsibilities that are not available to all within that year group. It does not preclude the election of representatives; but it does preclude the appointment of pupils within any year group by the staff. If there are to be prefects in the sixth form, or perhaps in the fifth form, then all the pupils in the year group should be prefects—their privileges and responsibilities should be enjoyed by a favoured few.

David G. Kibbie teaches Latin at Loxford High School, Essex.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	17	Pastoral	18	Geography	19
Primary Education	17	Physical Education	18	Mathematics	19
Headships	17	Religious Education	18	Other than by Subjects	19
Scale 1 Posts	17	Science	18	Colleges of Further Education	19
Secondary Education	17	Other than by Subjects	18	Universities	19
Deputy Headships Senior Masters/Mistresses	17	Special Education	18	Adult Education	20
Remedial Posts	17	Deputy Headships Senior Masters/Mistresses	18	Overseas Appointments	20
Art and Design	17	Independent Schools	18	Administration	21
Domestic Subjects	17	Domestic Subjects	18	Local Education Authority	21
Economics	17	Mathematics	18	General	21
English	17	Modern Languages	18	Examiners	21
Geography	17	Music	18	Ancillary Services	21
History	18	Pastoral	18	Miscellaneous	21
Humanities	18	Physical Education	18	English as a Foreign Language	21
Mathematics	18	Science	18		
Modern Languages	18	Other than by Subjects	19		
		Preparatory Schools	19		
		Headships	19		

Nursery Education

LONDON, N.19

Children's Community Centre needs a nursery teacher (main) or a nursery assistant (part-time) for a nursery unit in a school. The nursery unit is a part of the school and is open to all children in the area. The nursery unit is a part of the school and is open to all children in the area. The nursery unit is a part of the school and is open to all children in the area.

Primary Education

Headships

ORWELL EDUCATION COMMITTEE. Vacancies are invited from Active Members of the Committee for the following posts: (a) Head of Primary School, (b) Head of Junior School, (c) Head of Infant School. Applications should be submitted to the Secretary, Orwell Education Committee, c/o Orwell School, Orwell, Cambridgeshire CB9 7JN. Closing date: 10th January 1977.

Primary Schools

HEADSHIPS

SANDRINGHAM JUNIOR SCHOOL

Remford Road, London E12 6AF

Roll: 285

Required Easter 1977:

HEADTEACHER

GROUP 5

BURNHAM SCHOOLS

Plus LONDON ALLOWANCE £402

Plus ANNUAL SUPPLEMENT £312

Plus SOCIAL PRIORITY ALLOWANCE £201 or £275

CUSTOM HOUSE INFANT SCHOOL

Preesmans Road, London E16 3NA

Roll: 130 plus 40 part-time Nursery Places

Required Easter 1977:

HEADTEACHER

GROUP 3

BURNHAM SCHOOLS

Plus LONDON ALLOWANCE £402

Plus ANNUAL SUPPLEMENT £312

Plus SOCIAL PRIORITY ALLOWANCE £201 or £275

Application forms may be obtained from the undersigned and should be returned by January 10th 1977.

Education Offices, Burnham, Essex, E16 4BH.

J. S. WILKIE M.A., Ph.D., Director of Education.

LONDON BOROUGH OF NEWHAM

Application forms may be obtained from the undersigned and should be returned by January 10th 1977.

Education Offices, Burnham, Essex, E16 4BH.

J. S. WILKIE M.A., Ph.D., Director of Education.

LONDON BOROUGH OF NEWHAM

Application forms may be obtained from the undersigned and should be returned by January 10th 1977.

Education Offices, Burnham, Essex, E16 4BH.

J. S. WILKIE M.A., Ph.D., Director of Education.

Scale 1 Posts

DEVON

BRISTOL (C. of E.) PRIMARY SCHOOL

Headship, Plymouth

Required for January 1977: an experienced teacher with a minimum of 10 years' experience in the primary school, with a minimum of 5 years' experience in the post of Headship. The successful candidate will be responsible for the school and will be expected to lead the staff in the development of the school. The successful candidate will be expected to lead the staff in the development of the school.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Application forms available from the school or from the undersigned. Closing date: Monday, 10th January 1977.

Appointments wanted

21

Other classifications

21

End of year examination

compiled by Tony Howarth

Time allowed: class teachers—five minutes.
Heads and heads of departments—10 minutes.
CROs and AEOs—15 minutes.
HMIs and local authority inspectors—one hour (or 30 minutes if reference books are used).
Examinees should exchange completed scripts at the end of the time allowed. Marking procedures should be the same as those prescribed for examiners in the General Certificate of Education: in particular, credit should be given for clear handwriting, correct spelling and syntax.

1.—Who said?



"I believe that in our schools we must return to the cult of the hero."

—Robert Graves, Lord Hailsham, Arthur Bryant, Dr Rhodes Boyson.

"I find the Schools Council a remarkable body... It is a partnership in education which is working."

—Sir William Pile, Len Murray, Sir Alex Smith, Sheila Browne.

"Deafness is very useful for avoiding nasty things."

—The first Duke of Wellington, Ludwig van Beethoven, Sir Cyril Burt, Jack Ashley, MP.

"If only the economy were as efficient as the education system, or our firms as good as our schools, all would be well."

—Tony Benn, Maurice Poston, Sir Arnold Weinstock, Lord Chalfont.

"... we need to find some way consistent with preserving the essential liberties of the teachers of giving clearer expression than is now possible to the vital interests of society in the content of education."

—D. H. Morrell in 1962, Alec Clegg in 1965, Margaret Thatcher in 1975, James Callaghan in 1976.

2.—Who said this of whom?

"You can't appoint a man like that. He'll bore women in the place before you can say Joan Robinson."

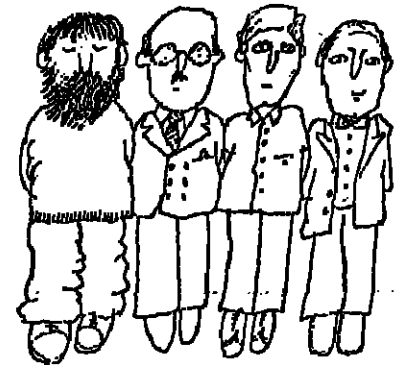
Who said this of what?
"One does not serve up a dog's breakfast to Ministers of the Crown."

Who said of himself?

"I'm just a knockabout journalist. It would be presumptuous of me to talk about wider educational issues."

—Donald Butt, Hunter Davies, Jilly Cooper, Jimmy Hill.

3.—Take the odd man out:



(a) Haddow, McColgan, Green, Auld, Ellis, McWhirter, Faison.
(b) Wilberforce, Dilhorne, Dillock, Salmon, Mulley, Russell.
(c) Porter, Judge, James, Milroy, Aggett, Bullock, English, Webster.
(d) Robbins, Warnock, Russell, Plowden, Newsom.
(e) Trafford, Tameside, Essex, Oxfordshire, Kingston-upon-Thames, Sutton, Redbridge, Bexley, Buckinghamshire.
(f) Buckingham, Keels, Leicester, Hull, Reading, Nottingham.

4.—(a) Which admiral's daughter made history in 1975?



(b) Why might Lord Hailsham have been in the grave in 1976?

(c) Who left the seaside to reside in Worcester in 1976?

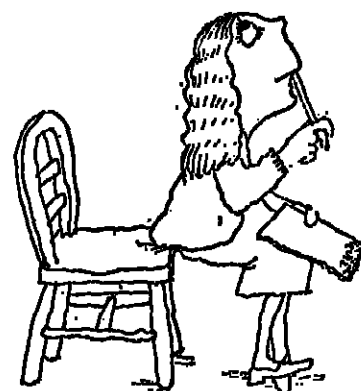
(d) Which British academic won, then, the Victoria in 1976?

(e) Name the lawyer who is said to have dumped a peer's bath in the High Street.

(f) Who brought disturbing news from Lancaster to York Road in 1976?

(g) "Every five years or so Harry changes his stance completely. Which Harry was said to perform this quinquennial feat?"

5.—What would you have made in 1976, with "a length of turned string, a polaroid camera, sheets of cardboard, a piece of hessian,



a microphone, three cassettes for a tape-recorder, a piece of 'scrim', a length of thin cork, a small pot of powdered graphite and a packet of charcoal."

6.—Give the full names of: PRIZE, STOPP, WCOTP, CET, NCAVAE.



7.—Ministers of and Secretaries of State for Education—and some of their works. Who wrote? Half-Way to Faith, The Devil's Own Song, The Politics of Western Defence, Bias and Education for Democracy.

8.—Who wrote Tools for Conviviality?

9.—(a) Who is the new chairman of the School Broadcasting Council?

(b) Who is the chairman of the Headmasters' Conference?

(c) Who is the president of the NUT?

(d) Who is the principal of Goldsmiths College?

12. 'By their parts shall ye know them ... , Whose features are these?



(c) Why did the trips from Endsleigh Street come to an abrupt end in 1976?

(f) Which marriage of teachers was consummated on January 1, 1976?

(g) Where and why was the chair of Mastering raised in 1976?

(h) In 1976 there were 100,000 teacher training places in England and Wales. How many places does the Government calculate will be needed in the 1980s?

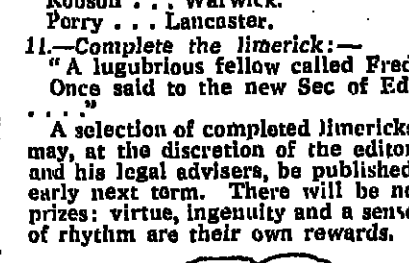
—30,000, 45,000, 30,000, 15,000.



10.—Put them in their places. Carstairs ... Essex. Christopherson ... Open. Sloman ... York. Carter ... Durham. Arncliffe ... Oxford. Habbakuk ... Manchester. Butterworth ... Edinburgh. Robson ... Warwick. Perry ... Lancaster.

11.—Complete the limerick:— "A lugubrious fellow called Fred Once said to the new Sec of Ed.

"A selection of completed limericks may, at the discretion of the editor and his legal advisers, be published early next term. There will be no prizes: virtue, ingenuity and a sense of rhythm are their own rewards."



Outline of Man's History, The Story of the Durham Light Infantry, Social Welfare and The Citizen.

8.—Who wrote Tools for Conviviality?

9.—(a) Who is the new chairman of the School Broadcasting Council?

(b) Who is the chairman of the Headmasters' Conference?

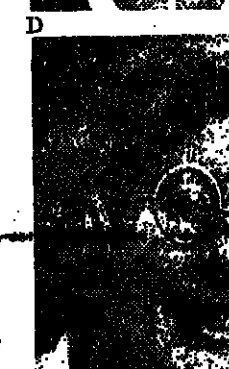
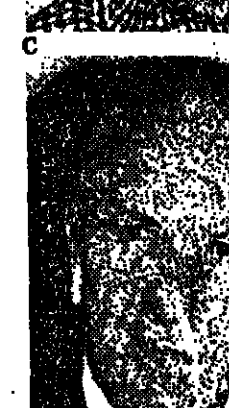
(c) Who is the president of the NUT?

(d) Who is the principal of Goldsmiths College?

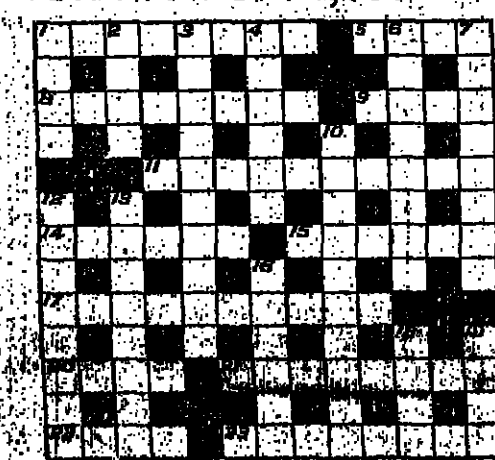
12. 'By their parts shall ye know them ... , Whose features are these?



13. Who are they?



Crossword No 1,066



Across
1. Location of a novel.
2. One who is a star.
3. A kind of bird.
4. A kind of bird.
5. A kind of bird.
6. A kind of bird.
7. A kind of bird.
8. A kind of bird.
9. A kind of bird.
10. A kind of bird.
11. A kind of bird.
12. A kind of bird.
13. A kind of bird.
14. A kind of bird.
15. A kind of bird.
16. A kind of bird.
17. A kind of bird.
18. A kind of bird.
19. A kind of bird.
20. A kind of bird.
21. A kind of bird.
22. A kind of bird.
23. A kind of bird.
24. A kind of bird.
25. A kind of bird.
26. A kind of bird.
27. A kind of bird.
28. A kind of bird.
29. A kind of bird.
30. A kind of bird.
31. A kind of bird.
32. A kind of bird.
33. A kind of bird.
34. A kind of bird.
35. A kind of bird.
36. A kind of bird.
37. A kind of bird.
38. A kind of bird.
39. A kind of bird.
40. A kind of bird.
41. A kind of bird.
42. A kind of bird.
43. A kind of bird.
44. A kind of bird.
45. A kind of bird.
46. A kind of bird.
47. A kind of bird.
48. A kind of bird.
49. A kind of bird.
50. A kind of bird.
51. A kind of bird.
52. A kind of bird.
53. A kind of bird.
54. A kind of bird.
55. A kind of bird.
56. A kind of bird.
57. A kind of bird.
58. A kind of bird.
59. A kind of bird.
60. A kind of bird.
61. A kind of bird.
62. A kind of bird.
63. A kind of bird.
64. A kind of bird.
65. A kind of bird.
66. A kind of bird.
67. A kind of bird.
68. A kind of bird.
69. A kind of bird.
70. A kind of bird.
71. A kind of bird.
72. A kind of bird.
73. A kind of bird.
74. A kind of bird.
75. A kind of bird.
76. A kind of bird.
77. A kind of bird.
78. A kind of bird.
79. A kind of bird.
80. A kind of bird.
81. A kind of bird.
82. A kind of bird.
83. A kind of bird.
84. A kind of bird.
85. A kind of bird.
86. A kind of bird.
87. A kind of bird.
88. A kind of bird.
89. A kind of bird.
90. A kind of bird.
91. A kind of bird.
92. A kind of bird.
93. A kind of bird.
94. A kind of bird.
95. A kind of bird.
96. A kind of bird.
97. A kind of bird.
98. A kind of bird.
99. A kind of bird.
100. A kind of bird.

Down
1. Horse to put on horse? (4).
2. Ready for the... (4).
3. Pycnolite (7, 3).
4. Takes everyone in... (6).
5. Suggests... (8).
6. Denouement... (8).
7. One of those whom... (8).
8. Bucking... (10).
9. Timekeeper? (8).
10. More... (8).
11. More... (8).
12. More... (8).
13. More... (8).
14. More... (8).
15. More... (8).
16. More... (8).
17. More... (8).
18. More... (8).
19. More... (8).
20. More... (8).
21. More... (8).
22. More... (8).
23. More... (8).
24. More... (8).
25. More... (8).
26. More... (8).
27. More... (8).
28. More... (8).
29. More... (8).
30. More... (8).
31. More... (8).
32. More... (8).
33. More... (8).
34. More... (8).
35. More... (8).
36. More... (8).
37. More... (8).
38. More... (8).
39. More... (8).
40. More... (8).
41. More... (8).
42. More... (8).
43. More... (8).
44. More... (8).
45. More... (8).
46. More... (8).
47. More... (8).
48. More... (8).
49. More... (8).
50. More... (8).
51. More... (8).
52. More... (8).
53. More... (8).
54. More... (8).
55. More... (8).
56. More... (8).
57. More... (8).
58. More... (8).
59. More... (8).
60. More... (8).
61. More... (8).
62. More... (8).
63. More... (8).
64. More... (8).
65. More... (8).
66. More... (8).
67. More... (8).
68. More... (8).
69. More... (8).
70. More... (8).
71. More... (8).
72. More... (8).
73. More... (8).
74. More... (8).
75. More... (8).
76. More... (8).
77. More... (8).
78. More... (8).
79. More... (8).
80. More... (8).
81. More... (8).
82. More... (8).
83. More... (8).
84. More... (8).
85. More... (8).
86. More... (8).
87. More... (8).
88. More... (8).
89. More... (8).
90. More... (8).
91. More... (8).
92. More... (8).
93. More... (8).
94. More... (8).
95. More... (8).
96. More... (8).
97. More... (8).
98. More... (8).
99. More... (8).
100. More... (8).



Answers, page 22.